

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

2002 E. Campbell, Phoenix, AZ 85016

Madison Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06	Performing
2004-05	Performing
2003-04	Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mrs. Barbara Pierce
 Schedule : 08:00 AM to 04:26 PM
 Grades : Pre-K-3
 Web Address : www.ms38.org
 Phone Number : (602) 664-7200
 Fax Number : (602) 664-7299
 E-mail : bpierce@ms38.org

Mission

At Madison Camelview, we envision excellence, nurture self-confidence and inspire pride in school and the community. Our educational focus is learning for all.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Met
2004-05	Met
2003-04	Met

School Improvement Status (b)

2005-06	N/A
2004-05	N/A
2003-04	N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü All Camelview students will meet or exceed state reading standards by developing essential reading skills and strategies to acquire information, demonstrate their understanding of text and read for pleasure as measured by the MSD Rdg. Assessment.
- ü At Camelview students will meet and/or exceed the math state standards as measured by the MSD Math Assessments.
- ü All Camelview students will meet/exceed the year-end writing expectation as measured by the Primary/*Elem. 6-Trait Rubric:
 Kinder - ave. score of 2
 1st gr. - ave. score of 3
 2nd gr. - ave. score of 4
 3rd gr. - ave. score of 4*

Enrollment

October 1, 2005 School Year Student Enrollment : 733
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 125

Instructional Programs

- Ü Full-day Kindergarten
- Ü Special Education Preschool/Head Start
- Ü Gifted Program for Enrichment
- Ü Individualized Literacy Instruction
- Ü Intensive Intervention Reading Program
- Ü Camelview Leadership Club
- Ü Balanced Constructivist Math Program
- Ü Inquiry Based Science Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 45 minutes
First Day of School :	8/21/2005
Last Day of School :	6/1/2006

Shared Responsibilities

School

Madison Camelview is responsible to challenge students to be academically strong and socially skilled, respond to all individual student needs, establishing a regular home/school communication and providing a safe and orderly school environment.

Parents

Parents are expected to be an active participant in their child's education by ensuring their child attends school, overseeing homework, supporting school policies including dress and behavior codes and communicating with the teacher.

Transportation Policy

Transportation is a privilege extended to students and is not a statutory requirement except for students with disabilities as indicated in their respective IEPs. Students are expected to follow all rules of conduct on the bus.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü K-6 Instructional iCademy Award	2003
Ü Phoenix Arts Grant Award	2006
Ü City of Phoenix Project GOAL	2006
Ü Qwest Grant Award	2005

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	169	605	80010	97	99	99	448	460	447	11	7	10	20	17	18	50	48	53	20	28	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	76	291	38935	97	100	99	457	459	447	4	5	9	22	20	19	54	50	55	20	25	17
Male	93	313	40974	97	99	98	441	460	448	17	9	11	17	13	18	46	47	52	19	31	19
African American	14	35	4201	100	100	99	428	435	430	21	17	17	14	17	23	57	57	51	7	9	9
Hispanic	109	225	34545	96	98	99	439	438	432	14	13	14	25	24	24	47	49	53	15	14	9
Asian/Pacific Islander	NC	NC	2068	NC	NC	99	NC	NC	474	NC	NC	4	NC	NC	10	NC	NC	50	NC	NC	36
American Indian/Alaskan Native	16	35	3979	94	95	96	475	449	424	NA	6	17	13	31	30	63	46	47	25	17	6
White	28	302	35142	100	100	99	473	480	465	4	2	5	7	9	11	54	48	56	36	41	28
Students with Disabilities	NC	55	10161	NC	100	93	NC	431	419	NC	16	28	NC	36	28	NC	27	36	NC	20	8
Students without Disabilities	164	550	69849	97	99	100	449	462	451	11	6	7	20	15	17	50	51	56	20	29	19
Limited English Proficient Students	54	98	14013	100	98	97	436	432	413	13	13	24	24	28	34	52	49	39	11	10	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	--	NC	39029	--	NC	98	--	NC	432	--	NC	14	--	NC	25	--	NC	52	--	NC	9
Non-Economically Disadvantaged	169	602	40981	97	99	100	448	460	462	11	7	6	20	16	13	50	49	54	20	28	27

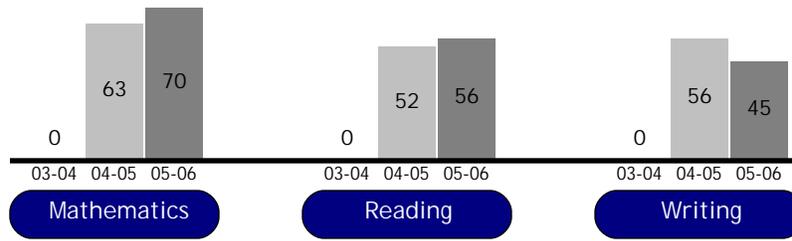
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	169	595	79438	97	98	98	439	464	451	16	8	9	28	18	24	51	57	56	5	16	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	76	289	38775	97	99	99	453	469	457	4	4	7	34	22	22	55	57	58	7	18	13
Male	93	305	40560	97	96	97	427	460	446	26	12	12	24	15	25	47	58	54	3	15	9
African American	14	32	4178	100	91	98	440	452	439	7	3	13	43	34	29	50	59	52	NA	3	6
Hispanic	109	222	34297	96	97	98	427	437	434	21	18	14	31	26	31	47	49	50	1	7	5
Asian/Pacific Islander	NC	NC	2063	NC	NC	99	NC	NC	475	NC	NC	3	NC	NC	15	NC	NC	63	NC	NC	20
American Indian/Alaskan Native	16	34	3940	94	92	95	457	453	429	13	12	14	19	24	36	63	56	47	6	9	3
White	28	300	34887	100	100	98	471	486	471	4	1	4	18	11	15	61	63	63	18	25	18
Students with Disabilities	NC	45	9588	NC	83	88	NC	435	416	NC	18	30	NC	36	32	NC	31	34	NC	16	5
Students without Disabilities	164	550	69850	97	99	100	440	466	456	14	7	7	29	17	23	52	59	59	5	16	12
Limited English Proficient Students	54	96	13856	100	96	96	421	429	407	19	18	27	33	30	43	48	49	29	NA	3	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	--	NC	38685	--	NC	97	--	NC	435	--	NC	14	--	NC	32	--	NC	50	--	NC	5
Non-Economically Disadvantaged	169	593	40753	97	98	99	439	464	467	16	8	5	28	18	16	51	58	62	5	16	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	169	605	79971	97	99	99	411	432	423	11	6	8	45	39	41	41	50	49	4	5	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	76	292	38974	97	100	99	436	448	437	3	2	5	39	34	33	53	57	57	5	7	4
Male	93	312	40895	97	98	98	390	417	410	17	10	10	49	42	47	31	44	41	2	4	2
African American	14	35	4203	100	100	99	393	403	411	7	9	11	71	60	45	21	29	43	NA	3	2
Hispanic	109	226	34481	96	99	99	401	413	410	15	11	10	45	43	46	37	43	43	4	3	1
Asian/Pacific Islander	NC	NC	2067	NC	NC	99	NC	NC	449	NC	NC	4	NC	NC	28	NC	NC	60	NC	NC	8
American Indian/Alaskan Native	16	35	3995	94	95	96	440	430	409	NA	NA	10	38	54	47	56	43	42	6	3	1
White	28	302	35150	100	100	99	436	449	437	4	3	5	39	31	35	54	58	56	4	7	5
Students with Disabilities	NC	54	10258	NC	100	94	NC	379	377	NC	17	23	NC	57	51	NC	22	25	NC	4	1
Students without Disabilities	164	551	69713	97	99	100	413	436	429	10	5	5	44	37	39	42	53	52	4	5	3
Limited English Proficient Students	54	98	13985	100	98	97	399	411	382	13	8	18	50	46	54	35	45	27	2	1	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	--	NC	38994	--	NC	98	--	NC	409	--	NC	10	--	NC	47	--	NC	41	--	NC	1
Non-Economically Disadvantaged	169	602	40977	97	99	100	411	433	437	11	6	5	45	39	34	41	50	56	4	5	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	96	50	NA	58	100	36	50	47	98	35	52	46
	Language	99	44	56	50	100	33	49	47	98	35	52	48
	Mathematics	98	56	67	64	100	44	55	50	98	46	56	52
3	Reading	--	--	NA	55	100	35	52	44	97	37	56	46
	Language	--	--	71	61	100	36	49	44	97	39	54	46
	Mathematics	--	--	71	61	100	44	58	51	97	52	65	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 2 School Administrator(s)
- 1 Non-certified Employee(s)
- 5 Teacher(s)
- 2 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Academic Goals to Increase Achievement
- Ü Data Focused Decision Making
- Ü Professional Development Plans
- Ü Develop Resources Through Partnerships
- Ü Encourage Consistent Student Attendance
- Ü Foster Community and Parent Involvement

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	44.00
Other Professional Staff	5.00	Teacher Aide	6.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	13	3	0	0
4 to 6 years	4	5	0	0
7 to 9 years	7	1	0	0
10 or more years	8	3	0	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	39
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Multipurpose Room
- Ü Media Center
- Ü Teacher Resource Room

Extracurricular Activities

- Ü Madison Adventure Club
- Ü Indian Education
- Ü Afterschool Tutoring
- Ü Camelview Leadership Club
- Ü Recycling Program
- Ü Nutritional Council

Social Services

- Ü Oasis Intergenerational Tutoring
- Ü Counseling Services
- Ü Family Literacy Classes/GED/ESL Classes
- Ü Junior Achievement
- Ü On-site Dental Care
- Ü Breakfast in the Classroom

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Camelview is proud of our 100% enrollment in the City of Phoenix Grade One At the Library program. Students strived for success by reading at least 21 books by the end of the school year. Their efforts were celebrated at the end with a new book.

- ü Camelview is partnering with ASU West to provide a Professional Development School for preservice teachers. This program prepares new teachers for elementary schools. Four student teachers will complete student teaching in December.

- ü CV was awarded a Phx Arts Grant to work with moasic tile artist Jane Metzger and storyteller Gigi Connolly to learn, create tiles and tell about the plants, animals and climates of AZ.

- ü To increase math achievement, Camelview 2nd and 3rd grade students will participate in the Math Achievement Club by Rodel which provides a fun and motivation structure for which students learn math.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	97	95	94	95
Promotion Rate ⁵	93	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Camelview provides a safe and orderly school environment. All doors and gates are locked during the day with access only through the front office. All staff/visitors wear ID badges. A monthly life skills program promotes appropriate social skills.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Barbara Pierce	(602) 664-7200
Transportation Policy	Betty Newman	(602) 664-7712
Community Resources	Diane Selby	(602) 664-7906
School Nutrition Programs	Kristin Soulsby	(602) 664-7910
Parent Organization	Chris Valesco	(602) 664-7200
Student Health/Nurse	Diane Dellis	(602) 664-7220

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.